



Handwriting and Presentation Policy

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Written by: Sarah Brough

Intent

At Intake Farm Primary and Nursery School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing and we want them to do so clearly, accurately and coherently. We believe that all pupils should do this whilst taking pride in the presentation of their writing, by using clear, legible cursive handwriting by the time they move to secondary school.

Aims

At Intake Farm Primary and Nursery School, we aim for our children to:

- To produce clear, concise legible handwriting
- To help children recognise that handwriting is a form of communication and, as such, should be considered important in order for it to be effective
- To help to recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives
- To give our children the confidence to use their handwriting skills in real-life situations throughout their lives

Teaching and Learning

In order to achieve these aims, the following principles are followed:

- Patterns relating to letter formations are first introduced using a variety of tools and multi-sensory methods. This develops free flowing hand movements and muscle strength. Letters are also introduced in varied, multi- sensory sessions: writing letters in the air, on backs or hands; orally describing letter shapes and joins with children using 'letter speak'; using a variety of writing materials including whiteboards, chalk, paints, felt pens, crayons, plasticine, cornflour mix, shaving foam etc.
- In the Foundation Stage and Year 1, the children will be taught to form printed script forms of their letters (in line with the phonics guidance).
- The cursive font is taught as a specific skill in whole class sessions for Years 2 – Year 6 with additional, individual or group practise where necessary. In Years 5 and 6 small group interventions are used to develop handwriting (see progression in handwriting for further details).
- Correct pencil hold (tripod grip) and letter formation are taught from the Foundation Stage.
- When marking or writing comments, members of staff are to use the agreed font of Letter Join printed for cursive handwriting as set out for their year groups.
- Teachers model Letter Join printed or cursive script on IWB, whiteboards, flip charts etc.
- Displays around the school and classroom should model clear Letter Join printed or cursive script as set out for their year group.
- The cursive font should be displayed in classrooms to ensure familiarity with the style.
- Older children who join the school will not be expected to adopt the cursive joined style if they already have a fluent, legible handwriting style.

- Children in Years 5 and 6 will be encouraged to continue to write in their own style if it is neat, legible and cursive.

Handwriting Progression

Foundation 1	<p>Children are to take part in activities that develop fine and motor skills.</p> <p>The children are introduced to the printed formation script of letters as graphemes are introduced through the Animaphonics phonics programme.</p> <p>There should not be any joins in or out of their letters.</p>
Foundation 2	<p>Children are to take part in activities that develop fine and motor skills.</p> <p>The children are introduced to the printed formation of letters cursive script as graphemes are introduced through the Animaphonics phonics programme. including the joining of digraphs.</p> <p>There should not be any joins in or out of their letters.</p>
Year 1	<p>Children are to take part in activities that develop fine and motor skills.</p> <p>The children are introduced to the cursive script as letters are introduced through the Letters and Sounds phonics program including the joining of digraphs.</p> <p>There should not be any joins in or out of their letters.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • begin to form lower case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting “families” (i.e. letters that are formed in similar ways, and to practise these (see appendix 1). <p>Handwriting in Y1 is to be supplemented with Letter Join to ensure that the full coverage can be taught.</p>
Years 2-4	<p>Children should build up a wider knowledge of joins including the correct horizontal joins and anti-clockwise joins were needed. This will be taught through the Letter Join handwriting programme.</p> <p>Year 2: Children should be taught to:</p> <ul style="list-style-type: none"> • form lower case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of the letters <p>N.B. If they have not already done so, children should begin to join their handwriting and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Years 3 and 4: Children should be taught to:</p>

	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch <p>N.B. When the children are producing consistently formed, sized and joined handwriting, they will be granted a 'pen license' and encouraged to write in pen where appropriate.</p>
Years 5 and 6	<p>By Years 5 and 6, handwriting should be embedded and children should be taught to write legibly, fluently and with increasing speed as part of their everyday writing sessions by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the right implement that is best suited for a task <p>N.B. The only handwriting sessions which should be taught discretely in Years 5 and 6 should be group intervention sessions where they are needed*.</p> <p>*As a result of COVID-19, Years 5 and 6 will be taught weekly lessons using the Letter Join handwriting recovery programme. This programme is to be used at the teacher's discretion to ensure that the learning matches the needs of the pupils in their class.</p>

Provision for left handed children

Left handed children always sit on the left side of right-handed children, so their elbows don't bump and knock each other. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left centre of their body, and to have their fingers about 1.5cm from the point of their pencil. Pens appropriate for left handed writers will be provided, to avoid smudging.

Resources and writing materials

Children are given experience of a variety of writing tools. Pens (handwriting pens up to Year 4 and handwriting pens or biros for those children in Year 5 and 6) should be used by those who have achieved a consistent, cursive style. All children should write in black ink. Guidelines should be used when writing on plain paper.

Pupils with special educational needs or disabilities

The SENCO will provide resources for those who have difficulty with fine motor skills – pencil grips, fine motor control programmes and referrals where necessary.

Presentation

Pupils will learn that different levels of presentation are appropriate for different pieces of work and different circumstances. Each classroom should have their own presentation display (linked to Letter Join and or Animaphonics) to highlight this to our pupils. However, all of our pupils are expected to:

- Look after exercise books and not draw or scribble in or on them
- Increasingly plan their work to make it look attractive and well-presented
- Not use writing or drawing media that is not approved or not fit for purpose
- Use rulers to draw straight lines
- Set out, number and annotate work appropriately

- At appropriate times, pupils may be encouraged to experiment with alternative means of presenting their work for specific reasons.
- Cross through mistakes or editing alterations with a single line. Erasers should only be used very occasionally and with the express permission of an adult.

Teachers are expected to:

- Model the handwriting and presentation requirements as set out in this policy in their modelled writing on the board and flipchart and also in their marking
- Ensure that classrooms are well equipped with the essential tools that will assist pupils to create work with a high presentational standard
- Organise the classroom in such a way that materials and resources are easily accessible and systems for their return and maintenance are robust (self- service classroom)
- Ensure that children look after resources and materials so that they learn to respect equipment and good value for money is assured

Policy Success Criteria

We know Intake Farm Primary and Nursery School's Handwriting and Presentation Policy is effective if:

- A scrutiny of work confirms the appropriate development in handwriting skills
- Specific difficulties are addressed in the marking of handwriting tasks
- A scrutiny of work confirms that the presentation protocol is adhered to

Equality Statement

Intake Farm Primary and Nursery School provides a broad and balanced curriculum that meets the needs of all pupils, and promotes their spiritual, moral, social and cultural development. The school is committed to equality and reflects and values diversity.

Monitoring and Review

This policy is monitored by the writing coordinator and Head teacher within the processes of school self-evaluation. The Governing Body will monitor the implementation of the policy. The policy will be reviewed every 3 years or sooner should National Policy change.

Appendices

Appendix 1 (Teaching overviews and letter fonts).

Foundation 1 and 2

- i l t
- u w e
- c o
- a d
- n m h
- j y
- g q
- b p k
- v s r
- f x z
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Year 1

- Letter families: long ladder letters (i l t u j y), curly caterpillar letters (a, c, f, e, s, g) one-armed robot letters (b, h, k, m, p and r) and zig-zag letters (v, w, x and z).
- Capital letters
- Numbers
- Punctuation marks and maths symbols

Year 2

- Easy letters and easy words
- Harder letters and harder words
- Letter families, high frequency words and dictation exercises
- Diagonal joins, high frequency words and dictation exercises
- Horizontal joins, high frequency words and dictation exercises
- The letter 'f', high frequency words and sequencing sentences
- The letter 'k', high frequency words and sequencing sentences
- The letters 'b' and 'd', high frequency words and sequencing sentences
- The letter 'w', high frequency words and sequencing sentences
- The letter 's', high frequency words and word spacing
- The letter 'z' and high frequency words
- KS1 SATs grammar, punctuation, spellings and dictation including number work e.g. 10 times tables

Year 3

- Consolidation of Year 2 joins across the curriculum
- Double letters

Year 4

- Consolidation of all joins up to the end of Y3 across the curriculum.

Years 5 and 6 (Handwriting recovery programme)

- Letter formations including ascenders, letter families, word spacing and joining techniques
- Joining letters to and from 'f', 'k', 'b' and 'd'
- Joining letters to and from 's', 'w' and 'z'.
- Printed letters and capital letters

